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ABSTRACT

This study examined the nature of and events occurring in 10 Indian/Metis teacher education programs (9 Canadian, 1 Alaskan) which could contribute to the use or development of student peer group support. Information was sought about opportunity to interact as a program/class group, events which enhance Indian/Metis identity, program components intended to develop interpersonal or group skills, the role of faculty and program delivery mode in influencing development of the group as a support system, and other factors enhancing/limiting development of the group as support. A questionnaire was piloted and sent to 21 Indian/Metis teacher education programs believed to comprise the entirety of such programs north of the 49th parallel; usable returns were received from 10 programs. Questionnaire responses indicated the following practices may foster group support systems: off-campus program location, group counseling, social events, formal orientations, attendance at native conferences, seniors acting as mentors to junior students, provision for faculty/student interaction. Other conditions identified as facilitating group development including holding retreats, providing in-program workshops, having small classes, sharing common survival problems, having a high proportion of mature students, sharing cultural values and kinship bonds, and perceiving the program to be native controlled. Factors reported to limit group development included family responsibilities, distance between home and center, transportation availability, lack of funds, heavy course loads, and many diverse cultural groups of students. (NEC)

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A Survey of Indian/Metis Teacher Education Programs: Peer Support

by

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INTRODUCTION

The process of group development is worth the effort. Benefits range from better grades through improved interpersonal relationships and eventual effective participation in mainstream society (Johnson & Johnson, 1982; Schmuck & Schmuck, 1983; Sharan & Sharan, 1976; Stanford, 1977). Stanford observed that there is no doubt that the class which has been helped to develop into a mature group learns more. Enhanced self-concept tends to result, which contributes to improved learning. Group development can also help: (1) students feel less threat, become less defensive and more comfortable with one another, (2) promote subject-matter learning by freeing students to actively take part in learning activities, (3) increase effectiveness of teaching methods that involve groups, and (4) promote learning by increasing student/student interaction, using the strengths of peer influence to enhance learning (p. 34-35).

Glueck (1977) asserted that the development of the group is "functional for all concerned: the individual, the group, and the organization. . . . groups provide for their members' social, identity recognition, ego esteem and security and power needs. . . . Groups help . . . decision-making, and getting the job done" (pp. 168-69). Effective groups, and healthy organizations, engage in activities which: (1) are task-centered, to accomplish group goals; (2) focus on group maintenance, responding to individual member needs; and, (3) attend to group (or organization) health and effectiveness, improving proficiency and the ability to adapt to new situations (Johnson & Johnson, 1982; Miles, 1975).

Indian/Metis Teacher Education programs have endeavored to provide support--including peer group support--for their students in a number of ways. More (1980) observed that this has contributed to the success of the programs (p. 35). He went on to say "student after student has told me that when he or she has difficulty, the greatest source of help is from fellow students" (p. 35). Studies by More & Wallis (1979) and Bernie & Ryan (1983) indicated that many Indian/Metis programs were structured so peer group support was possible--one can speculate that this was done deliberately. For instance, the concept of a community with which students can identify exists in many programs. In speaking of the field center concept, McIntosh (1979) reported that a field center provides a "supportive community" which develops self-confidence, nurtures "the development of a cohesive group of peers" and provides a vehicle for solving problems (p. 24). The group of students can act as a support system for the growth of each Indian/Metis teacher education student and foster the achievement of program goals. Program goals include: (1) aiding the individual in personal (including self-concept) development; (2) promoting growth in professional capability; and (3) fostering individual growth in Indian/Metis identity (Bernie and Ryan, 1983; More, 1980). Lang & Scarfe (1985), in their study of a specific Indian/Metis teacher education program, found that the peer group contributed to achievement of these objectives as facilitated by the program structure, center climate, and events (formal and informal) occurring throughout the life of the class group.

PURPOSE

The purpose of this study was to examine the nature of, and events occurring in, ten Indian/Metis teacher education programs (nine Canadian and one Alaskan) which could contribute to the use, or development of, student peer group support to achieve program goals. After reviewing the literature on group development and Indian/Metis teacher education programs, Lang and Scarfe (1985) observed that program designers and implementers should "recognize the potential significance and power of the peer group by structuring opportunities for group development into program design and support systems" (p. 3). An important question is, "What kinds of occurrences foster the development of a supportive group in Indian/Metis teacher education programs?" It seemed that a reasonable first step was to determine what was currently occurring in Indian/Metis teacher education programs which can influence the role and effectiveness of the student peer group. This study, then, addressed the following questions about Indian/Metis teacher education programs:

1. What opportunities exist for students to act and interact as a program or class group?
2. What events occur which may further enhance Indian/Metis identity?
3. What program components exist to develop interpersonal and group skills?
4. What roles do faculty, or program delivery, play in influencing the development of the group as a support system?
5. What other factors contribute to, or limit, the development of the peer group as a support system?

METHOD

A review of literature on group development and Indian/Metis teacher education (Lang & Scarfe, 1985) was completed. The study was limited to Indian/Metis teacher education programs north of the 49th parallel. A questionnaire was prepared which addressed the above questions about the kinds of occurrences that might foster the development of the group of students as a support system for the growth of individual teacher education students and achievement of program goals. The nature of the questionnaire was influenced by an in-depth examination of a specific Indian/Metis teacher education program and the experiences of the authors in working with, and studying, Indian/Metis teacher education programs--this can also be seen to be a limitation. A further limitation is that responses (and perceptions) were those of the program faculty who completed the questionnaires. The questionnaire was piloted and then sent to 21 programs (20 Canadian and one Alaskan). These were thought to be all the Indian/Metis teacher education programs north of the 49th parallel. Anonymity of responses was assured and programs were coded "A" through "J."

Based on the review of literature and the experiences of the authors, the following assumptions were made: (1) group development tends to take place when groups have the opportunity to be together and share common experiences; (2) groups tend to be more effective when planned interventions for interpersonal development and group development and productivity are employed; (3) groups can provide support for the development of individuals within them; (4) groups can facilitate achievement of program goals; (5) students, being Indian/Metis, promotes group and identity development (recognizing that differences do nevertheless exist); and, (6) programs being community or Native organization sponsored, can promote group and identity development.

Information was sought about: (1) opportunity to interact as a program or class group (program location; classes taken as a group; periodic meetings to discuss professional identity and growth; provision for orientations; formal and informal social events; facilities for socializing, etc.; group participation in outside events; and, contact with senior and former students), (2) events occurring to enhance Indian/Metis identity (program location; classes taken as a group, Indian language and Native Studies/Cross-Cultural classes; informal/formal events involving Indian/Metis community; outside presentations; senior students as mentors; and, group problem solving during practica), (3) provision for development of interpersonal and group skills (workshops; part of regular classes; during-practica group problem solving), (4) roles played by faculty, or delivery mode, which influence development of the group as support (faculty/student interaction opportunity; student participation in program or other decision-making; counselling by faculty; program faculty instructing classes and supervising practica; faculty/student social interaction; availability of faculty to students; and, classes, etc. held at program center), (5) Other factors contributing to, or limiting, development of the group as support.

Completed questionnaires were coded and an item-by-item tabulation and analysis was done. Sophisticated statistical analysis, because of the relatively small sample size, was deemed inappropriate. Initial reporting, then, was done by frequency. Summary statements were prepared, and item responses were grouped under six broad headings. Conclusions were drawn and an implications statement was prepared.

FINDINGS

Survey Results

Questionnaires were sent to all programs that the authors could determine existed-- 21 programs. From the sample, usable returns were received from 10 programs (Table 1, Appendix A). One indicated that their programs had closed and did not complete the questionnaire. Another responded that they did not have a teacher education program, but did have counselling and support services for Indian/Metis students. One indicated that their program had closed but did complete the questionnaire. Another questionnaire was returned as "address unknown." In effect, then, the population was 18 programs. A return of 10 was received, or 55.56%.

Responses were received from the following programs: Teacher Education Program in Labrador, Memorial University; Indian Students Program, Micmac-Maliseet Institute, University of New Brunswick; Brandon University Native Teacher Education Program, Brandon University; Project for the Education of Native Teachers, Brandon University; Indian Teacher Education Program, University of Saskatchewan; Saskatchewan Urban Native Teacher Education Program (Regina), University of Regina; Northern Teacher Education Program, LaRonge, Universities of Regina and Saskatchewan; Native Teacher Education Program, University of British Columbia; Simon Fraser University Native Teacher Education Program (Prince Rupert); and, Cross-Cultural Education Development Program, University of Alaska.

Responses to Questionnaire Items

The questionnaire contained 29 items, 27 of these were deemed usable. Findings are reported below.

Location of Programs (Table 2, Appendix A). Seven of the 10 programs were located away from the affiliated university campus, with at least the first two years of the program delivered at the program center. One program took place totally on the main campus; and, one was on the main campus in spring/summer sessions only. Then, seven of the 10 programs were housed off the parent campus, with a significant portion of the program delivered there.

Classes Taken as a Program Group (Table 3, Appendix A). All programs limited at least some classes to program students (eight reported that all or most classes are taken as a program group; of these, two said this was true for the first and second year of the program; and, one response was not usable).

Kinds of Classes Limited to Program Students (Table 4, Appendix A). Classes which were limited to program students included: some introductory Arts or professional classes (five programs); introductory Native/Indian Studies classes (four programs); advanced Native/Indian Studies courses (two programs); and, core methodology classes (five programs).

Outside Classes Taken, but as a Program Group (Table 5, Appendix A). Three programs reported that, in at least some cases, the class group joined ongoing classes offered by the parent campus. Two programs had students take all classes either as a class group (with no or only occasional outsiders) or attended outside classes as individuals; and, five programs had all classes taken as a group with no, or few, outsiders.

Program Classes Available to Outsiders. Four programs offered classes which were also available to outsiders. These classes included certain introductory and general community interest (e.g., Native Law) classes.

Native Studies or Related Classes Taken--Not Including an Indian Language. (Table 6, Appendix A). Nine programs reported that their students normally took at least three Native Studies, Multi-,

Cross-Cultural or related classes. The number of classes taken was indicated as: three--three programs, four--two programs, five--one program, six or more--three programs.

Indian Language Class(es) Taken (Table 7, Appendix A). Five programs reported a requirement of one to three classes in an Indian language or languages; there was no Indian language requirement in two programs (although three indicated that such classes were optional).

Periodic Meetings of Students (Table 8, Appendix A). Eight programs held periodic meetings to discuss: professional growth, being an Indian/Metis teacher or teacher education student, and/or other concerns or issues. Meetings were held to discuss group effectiveness and responsibility in four of the programs. Two programs stated that these topics were part of classes offered.

Interpersonal/Group Skills Training (Tables 9 and 10, Appendix A). Nine programs provided some training in interpersonal communications and/or group dynamics; and, six indicated that this kind of training is provided in classes and/or on an on-going basis. Seven programs reported that efforts to build group support/interpersonal relating skills were part of at least one class; two others stated that the entire program was so oriented. One program indicated that no formal efforts were made as part of a class or classes.

Provision of Orientations (Table 11 and 12, Appendix A). Eight programs provided orientation at program entry; seven of these stressed the importance of group support and a sense of common purpose during orientation. Eight programs held preparation sessions for later program stages or years.

Provision of Personal and Program Counselling (Table 13, Appendix A). All ten programs provided program and personal counselling by program staff. In six, group counselling was provided "as needed."

Social Events (Table 14, Appendix A). Eight programs held social events, at least twice each year, that involved students. Of these, five programs reported informal, student-initiated gatherings.

Clubs/Associations (Table 15, Appendix A). Four programs had Native/Indigenous student associations available; two reported sports groups; and, one offered a variety of clubs (e.g.s, Pow-Wow, Drum, Drama).

Student Housing (Table 16, Appendix A). Four programs provided housing (either motel, apartment or student residence). Six did not provide housing.

Conference/Workshop Presentations/Attendance (Table 17 and 18, Appendix A). Seven programs reported that students engaged in presentations to outside groups or at conferences or workshops. Eight programs had students attend conferences/workshops as a group, or representives of the group. The most frequently attended conference was the Canadian Indian Teacher Education Program (CITEP) conference--reported by five programs.

Community Programs Participation (Table 19, Appendix A). Six programs reported student participation in community programs (e.g.'s, Friendship Center and recreation programs).

Student/Staff Interaction (Table 20, Appendix A). Five programs identified social events as the most commonly occurring opportunity for staff/faculty/student interactions. Five programs reported that staff/faculty availability or teaching of classes or field supervision promoted interaction. Three programs reported that the physical design or "atmosphere" of the center contributed to interaction; and two programs held meetings involving students/staff/faculty.

Student Participation in Program Decisions (Table 21, Appendix A). All 10 programs provided for student participation in program development and/or implementation decision-making--e.g.s.,

student representation on advisory committees or boards, class evaluations, feedback from students through such things as surveys or student meetings.

During/Post-Practicum Group Problem-Solving (Table 22, Appendix A). Eight programs had opportunity for group problem-solving and discussion during, or following, school experiences.

Resource Personnel to Build Identity (Table 23, Appendix A). Eight programs brought in guest speakers, elders or community leaders to help build group identity.

Senior Student Support of Junior Students (Table 24, Appendix A). Eight programs reported that formal or informal support was provided by more senior to junior students.

Contact with Graduates (Table 25, Appendix A). All programs reported that informal and/or formal contact was maintained by at least some graduates with the program center or students.

Other Factors Contributing to Group Development (Table 26, Appendix A). Eight programs added other things they thought promoted group support, identity, or the development of interpersonal or group skills, including: graduation ceremonies (four programs), retreats, modules, micro-teaching involvement, and student-community interaction.

Factors Which Facilitate or Limit Group Development (Table 27, Appendix A). While seven programs reported "family responsibilities" as limiting student participation in group development, a variety of facilitating and other limiting factors were reported. Facilitating factors were: off-campus location, small class size, sharing of common survival problems, the tradition of acceptance and support found in Indian/Metis families and communities, proportion of mature students, and the strong group feeling found in certain communities. Limiting factors were: the pressure of family responsibilities (seven programs), distance between home and center, transportation availability, lack of funds, working while going to school, and heavy course load.

Further Influences on Group Processes (Table 28, Appendix A). Other things were mentioned as having an influence on group processes. These included: cultural values, kinship bonds, caring faculty, "students are parents and they are involved or aware of much of what is happening in the general native movement," tensions resulting from interpersonal and/or family relationships, a multicultural approach to Native education, length of time the group is together, and bonds to the home community.

Respondents were asked to add anything else they felt to be pertinent (Table 29, Appendix A). Responses included: friendship patterns that develop, working out tensions with coordinator guidance, influence of the Tribal Council as an advisory group, perception of the program as being Native controlled, faculty modelling of cross-cultural methods and interpersonal and group skills, philosophy of support facilitating development of independence and interdependence, and sensitivity of instructors to the needs of the Native community and the teacher-in-training.

Summary of Findings

Findings are summarized under research question categories.

1. Opportunity to Interact as a Program/Class Group. Interaction opportunity was provided in a number of ways. Seven programs were located away from the main campus with at least the first two years taken at the program center. Orientation to the program was provided in eight centers. All programs had at least some classes taken as a program group with no, or few outsiders--six programs took most or all in this way. Eight programs conducted regular and periodic student meetings on a variety of topics or issues. Group counselling occured in six programs. Formal and informal social events involving students occurred at least twice a year in eight programs. Eight programs provided some training in interpersonal communications or group dynamics. Students met to problem solve about practicum experiences in eight programs.

2. Events Which Enhance Indian/Metis Identity. Students in the programs, of course, were either Indian or Metis--the very names of the programs imply the significance of Indian/Metis identity. Program orientations in seven programs reported the occurrence of group building and development of a sense of common purpose. Programs provided Indian/Metis components that foster heritage awareness, and pride and cross-cultural capability. Nine programs (one did not respond to this item) indicated that their students took at least three classes in Native, Multi-, Cross-Cultural Education/Studies (four take five or more such classes). A classes (or classes) in an Indian Language were available to students in all programs--five programs required at least one class in an Indian language. Students often attended Native conferences--CITEP (five programs), and other Native Conferences (five programs. Seven programs reported student participation such as conference or workshop presentations or cultural/program information presentations. Being involved with center clubs or teams occured in five programs. Students got involved in the community programs including: recreation, Friendship Centers, children's/youth groups, drop-in centers, Native Women, and a Native political association. Senior students acted as mentors, or support, to junior students in eight programs. Resource people (e.g.s Elders and Community leaders), who foster identity, were used in eight programs. Group problem solving, during or after practica, occured in eight programs.

3. Program Components Intended to Develop Interpersonal or Group Skills. Interpersonal or group skills were stressed in a number of ways. Program orientations held in eight programs included the development of the group as a support system. Three programs provided training in interpersonal and/or group skills in seminars, and/or workshops. Nine programs indicated that attention is given to this in at least one class. Five programs stated that interpersonal and group skill development was "ongoing." It may be that occurrences such as practica problem solving and group counselling (reported earlier) also facilitate the development of interpersonal and group skills.

4. Role of Faculty and Program Delivery Mode in Influencing Development of the Group as a Support System. Faculty can be seen to influence group development in a number of ways: doing counselling (10 programs); conducting orientations (8), involving students in decision-making and problem solving (8), providing opportunities for faculty-student interaction (8); being readily available to students and teaching classes (5); participating in formal and informal social events (5); physical design or atmosphere of the center (3); being sensitive to the needs of the Native community and teachers-in-training (1); supervising practica (1); modelling of cross-cultural, interpersonal and group skills (1); and, "caring faculty" (1). The nature of program delivery can be thought to influence development of the group as a support system: taking at least the first two years of the program away from the main campus (7 programs); limiting at least some of the classes to program students (10 programs); taking certain kinds of classes--Native/Multi-/Cross-Cultural Studies classes (9) and, requiring or having available as options Indian language classes (8); providing opportunity for group problem solving during/following practica (8); providing program graduations (4); being together a significant length of time (3); microteaching (2); and, having a program philosophy of support for inter-/independence (1).

5. Other Factors Contributing to or Limiting Development of the Group as Support. Through open-ended questions, other factors which were seen to contribute to, or limit, the development of the group as support were stated. Contributing factors included: retreats, modules (in-program workshops), graduation ceremony, small class size, sharing of common survival problems, length of time group is together, high proportion of mature students, tradition of acceptance and support found in Indian/Metis families and communities, strong group feeling found in some communities, cultural values, kinship bonds, students being parents are aware of native issues, bonds to home community, and perception of the program being Native controlled. Limiting factors included: family responsibilities (7 programs), distance between home and center, transportation availability, lack of funds, working while going to school, heavy course load, existence of many diverse cultural groups among the student population, and program structure which requires students to alternate between studying at the program Center and field placement in widely dispersed home communities.

CONCLUSIONS

It was clear to the authors that all 10 responding programs did a variety of things that can be seen to facilitate the development of the group as a support system which could lead to the development of students' professional capability, self-concept and Indian/Metis identity. This is illustrated by Table 30 (Appendix A)--all programs provided a range of opportunities and experiences for group development. It cannot be concluded, however, that the common sets of occurrences which were identified would, automatically, if deliberately planned and implemented, result in enhanced group development or the achievement of program purposes--this can be hypothesized but would require further research.

Conclusions of the study apply specifically to the perceptions of the respondents of the programs surveyed. Major conclusions are as follows:

1. Indian/Metis teacher education programs "North of the 49th Parallel" that responded provided a wide range of opportunities for students to interact as a class or program group. Frequent responses (at least 5 programs) which support this conclusion included: Off-campus location; at least the first two years of the program taken at the program center as a program or class group; at least some classes taken with no (or few) outsiders; meetings of students held to discuss a variety of topics; occurrence of group counselling; holding social events at least twice a year; providing training in interpersonal and group skills; and, holding of student problem-solving meetings about practicum experiences. Students, then, had frequent opportunity to "rub shoulders" with each other and share many of the same kinds of classes and experiences.

2. Indian/Metis teacher education programs "North of the 49th Parallel" that responded deliberately strove to foster the development of Indian/Metis identity and provided the opportunity for this to happen. The programs are Indian/Metis teacher education programs, and students must be eligible to enrol--indeed, the very names of the programs highlight Indian/Metis identity. Frequent responses (at least 5 programs) which substantiate this conclusion include: orientations were held which encourage group building and instill a sense of common purpose; at least three classes were taken in Native, Multi-, Cross-Cultural Education or Studies; Indian language classes were available; Native (or related) conferences were attended by students; senior students acted as mentors to junior students; Native or community resource people were used by programs; group problem solving arising out of the practica occurred; and, students were involved in Center clubs or teams.

3. Responding Indian/Metis teacher education programs "North of the 49th Parallel" were aware of the importance of interpersonal and group skills. Frequent responses (at least 5 programs) which support this conclusion include: orientations to programs including development of the group as a support system; giving attention to interpersonal and group skill development in at least one class; and, having interpersonal and group skill development as an "ongoing" concern.

4. Faculty in responding "North of the 49th Parallel" Indian/Metis teacher education programs, perceived that their role, and the way programs were structured, promoted group development. This is illustrated by the following frequent (at least 5 programs) responses: counselling; conducting orientations; involving students in decision-making and problem solving; providing opportunities for faculty-student interaction; being readily available to students and teaching classes; participating in formal and informal social events; associating with students at the program Center during at least the first two years of the program away from the main campus; having Native Studies (or related) and Indian language classes available (often instructed by program faculty); providing opportunity for group problem solving during or following practica; and, providing program graduations.

5. Respondents from Indian/Metis teacher education programs "North of the 49th Parallel" felt that a variety of other factors facilitate group development. Factors identified include: holding retreats; providing modules (in-program workshops), having small classes, sharing of commonsurvival problems, having a high proportion of mature students, having a tradition of acceptance and support in Indian/Metis families and communities, having a strong group feeling in

communities, having cultural values and kinship bonds, students who are parents being aware of native issues, having bonds to home community, and perceiving the program to be Native controlled.

6. Respondents from Indian/Metis teacher education programs felt that a number of factors limit group development. These included: family responsibilities, distance between home and center, transportation availability, lack of funds, working while going to school, heavy course load, existence of many diverse cultural groups among the student population, and program structure which requires students to alternate between studying at the program Center and field placement in widely dispersed home communities.

IMPLICATIONS AND OBSERVATIONS

The findings of this study suggest a number of implications and observations:

1. Programs should approach interpersonal and group development in a systematic way through each of the years of the program. Essential skills should be taught and practiced and used through-out the program in order that known and emerging issues and problems can be dealt with, and so that group support for the individual and the achievement of program goals can be better achieved. In doing this, recognition should be given to the fact that groups which become effective tend to move through the four stages of orientation, conflict, productivity, and termination (or phasing).

2. Half of the programs do not require even one class in an Indian language. The desirability of making at least one Indian language class mandatory should be investigated.

3. Teaching faculty should select teaching strategies that the research indicates facilitate the development of interpersonal and group skills.

4. All Indian/Metis teacher education faculty should develop competence in interpersonal and group skills; and, faculty should model and require these skills in the classes that they teach and the interactions they have with students.

5. Social events which involve students in planning and implementation should be structured and incorporated into the program Center calendar.

6. Group debriefing and problem solving around professional development and Indian/Metis identity issues should become a structured and systematic part of all practica.

7. Frequent opportunity should be provided to make use of Indian/Metis community resources and resource personnel to assist in development of Indian/Metis identity.

8. This study raised a number of questions that should be researched. For example, many things were found to commonly occur. We know that they occur. The question is, do these things indeed make a difference for group development? For achievement of program goals? For individual personal and professional growth? For development of Indian/Metis identity?

9. The instrument should be refined and the study should be replicated. Given the experience of this study, some of the questions can now be phrased more appropriately, some questions should be deleted, and others should be added.

10. A meeting, or conference, of Indian/Metis teacher education programs should be held to specifically examine the matter of group development to achieve program goals.

11. All teacher education programs, not only Indian/Metis, might well benefit from deliberately working on group development in a systematic way.

Appendix A

Tables

Table 1
Program Questionnaires Sent and Returned

Total number sent	21
Number Returned	10
Programs closed (did not complete)	1
Had only counselling and support services	1
Returned "address unknown"	1

Table 2

Program Delivery Location of 10 Indian/Metis Teacher Education Programs

	Program										
Where Delivered	A	B	C	D	E	F	G	H	I	J	Total
At least first 2 yrs at program center away from main campus	x			x		x	x	x	x	x	7
Entirely on main campus			x								1
On main campus spring/summer					x						1
Combination of on/off campus		x									1

Table 3

Extent to Which Classes are Taken as a Program Group in
10 Indian/Metis Teacher Education Programs

	Program										
Portion of Program	A	B	C	D	E	F	G	H	I	J	Total
All classes (no or "few" outsiders")						x		x		x	3
Most classes (no or "few" outsiders")		x		x					x		3
Some classes (no or "few" outsiders")	x		x		x		x				4
No classes											0

Table 4

Kinds of Classes Taken as a Program Group at 10 Indian/Metis
Teacher Education Programs

	Program										
Kinds of Classes	A	B	C	D	E	F	G	H	I	J	Total
Introductory Arts and Sciences	x		x		x		x	x			5
Professional (Education)	x	x	x	x			x				5
Introductory Native/Indian Studies	x		x		x		x				4
Advanced Native/Indian Studies			x				x				2
All classes									x		1

Table 5

Program Classes Which Include "Outsiders" Offered in 10 Indian/Metis Teacher Education Programs

Portion of Program	Program A	B	C	D	E	F	G	H	I	J	Total
All classes					x						1
Most classes			x								1
Some Classes	x	x					x				3
No classes (or very few outsiders)				x		x		x	x	x	5

Table 6

Classes in Native, Multi-, Cross-Cultural Education/Studies in 10 Indian/Metis Teacher Education Programs

Number of Classes	Program A	B	C	D	E	F	G	H	I	J	Total
Three	x					x				x	3
Four			x				x				2
Five					x						1
Six or more		x						x	x		3

Table 7

Number of Classes in an Indian Language Required/Optional in 10 Indian/Metis Teacher Education Programs

Classes required/Optional	Program A	B	C	D	E	F	G	H	I	J	Total
None required	x								x		2
One class required								x		x	2
One or two classes required			x								1
Two classes required				x							1
Three classes required						x					1
Optional		x			x		x				3

Table 8

Programs Where Meetings of Students Occur to Discuss Various Topics in 10 Indian/Metis Teacher Education Programs

Topic	Program A	B	C	D	E	F	G	H	I	J	Total
Professional growth	x		x		x	x	x		x	x	7
Being Indian/Metis Teacher/Student	x		x			x	x		x	x	6
Group responsibility or effectiveness	x					x	x		x		4
Concerns surfacing from time to time	x		x		x	x	x	x	x	x	8

Table 9

Frequency of Interpersonal Communications or Group Skills Training Meetings or Workshops Held in 10 Indian/Metis Teacher Education Programs

Frequency During Year	Program A	B	C	D	E	F	G	H	I	J	Total
Not provided									x		1
Once					x						1
Twice			x	x							2
In classes or ongoing	x	x				x	x	x		x	6

Table 10

Number of Classes Where Efforts are Made to Build Group Support or to Improve Interpersonal Relating Skills in 10 Indian/Metis Teacher Education Programs

Number of Classes	Program A	B	C	D	E	F	G	H	I	J	Total
One	x									x	2
Two											0
Three							x				1
Four or more			x	x							2
No formal effort in classes									x		1
Part of most classes						x					1
"Part of any class I teach"								x			1
Whole program so oriented		x			x						2

Table 11

Nature of Orientation at Entry Related to Group as a Support System/Development of Sense of Common Purpose in10 Indian/Metis Teacher Education Programs

Description	Program A	B	C	D	E	F	G	H	I	J	Total
Is provided to entering group	x	x		x	x	x	x		x	x	8
Treats group building/sense of purpose	x	x		x	x	x	x			x	7

Table 12

Orientations/*Preparation Provided to Program Group for Other Than Entry in 10 Indian/Metis Teacher Education Programs

Orientation/Preparation	Program A	B	C	D	E	F	G	H	I	J	Total
Preparation for later program stages	x	x	x	x		x	x	x	x		8
Not provided					x					x	2

*Types of preparation included: orientation to practica (3 programs); academic skills/writing/research skills (2 programs); orientation on-going as need arises

Table 13

Personal and Program Counselling in 10 Indian/Metis Teacher Education Programs

Provision	Program A	B	C	D	E	F	G	H	I	J	Total
Counselling done by program staff	x	x	x	x	x	x	x	x	x	x	10
Group counselling provided	x			x		x	x		x	x	6
Group support fostered in sessions							x	x	x		3
Program Purpose stressed in sessions							x	x			2

Table 14

Student Social Events Participation in 10 Indian/Metis Teacher Education Programs

Times Per Year	Program A	B	C	D	E	F	G	H	I	J	Total
Two							x			x	2
Three	x	x	x								3
"Frequent" informal student-initiated					x	x					2
Occasional informal student-initiated	x			x			x				3
None or only chance									x		1

Table 15

Clubs/Association Available to Students in
10 Indian/Metis Teacher Education Programs

Kinds	Program A	B	C	D	E	F	G	H	I	J	Total
Native student association	x		x	x	x						4
Sports groups			x							x	2
Pow Wow, Drama, Drum			x								1
None		x				x	x	x	x		5

Table 16

Group Housing In 10 Indian/Metis Teacher Education Programs

Availability	Program A	B	C	D	E	F	G	H	I	J	Total
Provided		x		x	x					x	4
Not provided	x		x			x	x	x	x		6

Table 17

*Student Participation in Outside Presentation/Conferences/Workshops/Projects
in 10 Indian/Metis Teacher Education Programs

Type of Presentation	Program A	B	C	D	E	F	G	H	I	J	Total
Conferences/Workshops		x	x	x	x	x	x				6
**Other Presentations	x	x	x	x	x	x	x				7

*two programs indicated that this was "seldom done"

**Cultural or Program Information presentations to: bands, school inservice, career days, Friendship Centers, community organizations, or "mainstream university classes

Table 18

Kinds of Conferences Attended by Students as a Group or Part of a Group in 10 Indian/Metis Teacher Education Programs (open-ended question)

Type	Program A	B	C	D	E	F	G	H	I	J	Total
Canadian Indian Teacher Educ. Program			x		x	x	x			x	5
Native Education		x					x				2
WESTCAST							x			x	2
Subject Councils							x			x	2
Indian Affairs			x								1
Other Education						x	x				2
When funding available	x			x					x		

Table 19

Student Participation in Community Programs/Services in 10 Indian/Metis Teacher Education Programs(open-ended question)

Kind of Program/Service	Program A	B	C	D	E	F	G	H	I	J	Total
Recreation	x	x	x	x	x						5
Friendship Centers			x	x	x		x				4
Children's/Youth Groups			x				x				2
Drop-in Center				x							1
Church groups	x										1
Legal aid, parent, Native Women			x								1
Native Political Association							x				1
Not done								x		x	2
No response						x			x		2

Table 20

Opportunities Which Promote Student/Staff/Faculty Interaction in 10 Indian/Metis Teacher Education Programs (open-ended question)

Type of Opportunity	Program A	B	C	D	E	F	G	H	I	J	Total
Social events	x	x	x		x		x				5
Availability of staff/faculty		x			x	x	x				4
Informal Center climate		x			x	x	x				4
Staff/faculty/student meetings				x					x		2
Center faculty instructing/field supervision			x				x				2
Center faculty doing counselling							x				1
Orientation	x										1
Workshop	x										1
Field trips	x										1

Table 21

Student Participation in Program Development/Implementation/Decision-Making in 10 Indian/Metis Teacher Education Programs (open-ended question)

Ways of Participating	Program A	B	C	D	E	F	G	H	I	J	Total
On program advisory committee/board	x	x	x		x					x	5
Informal consultation						x	x			x	3
Course evaluations by students			x			x					2
Course selection				x		x					2
Student meetings to discuss issues					x						1
Student executive council			x								1

Table 22

Opportunity for Group Problem-Solving/Discussion Following/During School Experiences in 10 Indian/Metis Teacher Education Programs

Existence of Regular *Opportunities	Program A	B	C	D	E	F	G	H	I	J	Total
Yes	x		x	x		x	x	x	x	x	8
No response		x			x						2

*Opportunities included: seminar sessions (2 programs); general assembly (1); discussions during/following (3); as part of practicum instruction & state/provincial meeting

Table 23

Use of *Resource People to Foster Group Identity in 10 Indian/Metis Teacher Education Programs

Used	Program A	B	C	D	E	F	G	H	I	J	Total
Yes	x	x	x	x		x	x	x	x		8
No					x					x	2

*Resource people included: guest speakers, community leaders, elders, local artists, political leaders, etc.

Table 24

*Senior Students Acting as Mentors (Support) to Junior Students in 10 Indian/Metis Teacher Education Programs

	Program										
Used	A	B	C	D	E	F	G	H	I	J	Total
Yes	x		x	x	x		x	x	x	x	8
No (because of program structure)		x				x					2

*Kinds of support included: informal, buddy system, study sessions, group housing

Table 25

*Contact by Graduates with Program (or Students) in 10 Indian/Metis Teacher Education Programs (open-ended question)

	Program										
Contact Maintained	A	B	C	D	E	F	G	H	I	J	Total
Yes	x	x	x	x	x	x	x	x	x	x	10
No											0

*Kinds of contacts: informal--e.g.s, visits, special events, at place of work; formal--membership on advisory boards, committees, acting as resource persons, assisting with recruitment, employed at Program Center, Newsletter, taking classes

Table 26

Other Occurrences Which Promote Group Support and Identity, or Development of Interpersonal and Group Skills in 10 Indian/Metis Teacher Education Programs (open-ended question)

1. "Students selected for ability to relate easily to students"
2. "Microteaching"
3. "We are much involved in sports"
4. "Since our program is community based, we have much in the way of student/community interaction"
5. "Finding council representatives meet regularly with students to deal with relevant issues . . . are available to, and meet regularly with students who need help"
6. "Modules" (within-program workshops)
7. "Class activities involving group work, role play, drama presentations"
8. "Organization [by the class] of dance"
9. "Recognition of class groups in Celebration?
10. "Graduation ceremonies"
11. "State/Provincial-wide audio conferences"

Table 27

Factors Fostering or Limiting Student Participation in Group Development
in 10 Indian/Metis Teacher Education Programs
(open-ended question)

Facilitating Factors:
1. Off-campus location
2. Small class size
3. Sharing of common survival problems
4. Tradition of acceptance and support found in Indian/Metis families and communities
5. High proportion of mature students
6. Strong group feeling found in certain communities
Limiting Factors:
1. Family responsibilities
2. Distance between home and Center
3. Transportation availability
4. Working while going to school
5. Lack of funds
6. Heavy course load

Table 28

Other Things Seen to Have an Influence of Group Processes
in 10 Indian/Metis Teacher Education Programs
(open-ended question)

1. Cultural values
2. Kinship bonds
3. Caring faculty
4. Many students are parents, are involved in/aware of Native issues
5. Tensions resulting from interpersonal and/or family relationships
6. Use of a multicultural approach to Native education
7. Length of time the group is together
8. Bonds to home community

Table 29

Additional Observations Regarding Group Development from
10 Indian/Metis Teacher Education Programs
(open-ended question)

1. Friendship patterns that develop
2. Working out tension with Coordinator guidance
3. Influence of Tribal Council as an advisory group
4. Perception of the program as Native controlled
5. Faculty modelling cross-cultural, interpersonal/group skills
6. Program philosophy of support to development of independence/interdependence

Table 30
Summary of Selected Findings Relative to Group Support Development in 10 Indian/Metis Teacher Education Programs

Description	Program A	B	C	D	E	F	G	H	I	J	Total
At least first of 2 yrs at program center away from main campus	x			x		x	x	x	x	x	7
All or most classes as class group		x		x		x		x	x	x	6
At least 3 "Native Studies" classes	x	x	x		x	x	x	x	x	x	9
Require 1 to 3 Indian Lang. classes			x	x		x		x		x	5
Periodic student meetings held	x		x		x	x	x		x	x	7
Some training in group skills	x	x	x	x		x	x	x		x	8
Group skills part of at least 1 class	x		x	x		x	x	x		x	7
Orientation at program entry	x	x		x	x	x	x		x	x	8
Preparation session for later stages	x	x	x	x		x	x	x	x		8
Counselling by program staff	x	x	x	x	x	x	x	x	x	x	10
At least 2 social events with students yearly	x	x	x	x	x	x	x			x	8
Clubs available to students	x	x	x	x	x	x	x	x	x		9
Student housing available		x		x	x					x	4
Student presentations at conferences/inservices	x	x	x	x	x	x	x				7
Student participation in community programs/services	x	x	x	x	x	x	x	x	x	x	10
Student participation in aspects of program decision-making	x	x	x	x	x	x	x	x	x	x	10
Group Discussion during/following practica	x		x	x		x	x	x	x	x	8
Use of resource people to foster group identity	x	x	x	x		x	x	x	x		8
Senior students as support to junior	x		x	x	x		x	x	x	x	8
Graduates contact after graduation	x	x	x	x	x	x	x	x	x	x	10
T o t a l (out of 20)	17	14	16	18	12	18	17	15	14	16	

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